

Exemplars scored with the Holistic Rubric Based on 6 Traits of Writing.

Prompt: Set 2

Writing

DIRECTIONS:

Read the writing prompt below. Use the space on this page for your prewriting activity. Then write your first draft on the following two pages.

Your school cafeteria wants to increase the number of food choices for students. Think about foods that you enjoy eating.

Write a persuasive essay about three foods you would like to add to the menu.

Your essay should:

- Include a thesis statement.
- Have a developed point of view with convincing support.
- Have an introduction, body, and conclusion.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Writing is a summative test of writing that is scored holistically. The prompt is revealed only at the time of testing. The student responses are produced in one sitting without any outside assistance during the writing process. Other than consulting a dictionary or a thesaurus, the student is writing entirely on his or her own. The AIMS score offers a snapshot of how well the student writes to the cold prompt on that day. Students who have the opportunity to write often in many different settings will better demonstrate the skills they have learned when they respond to the AIMS prompt.

The holistic rubric used for scoring AIMS Writing is based on the 6 Traits of Writing used as a teaching tool in Arizona classrooms. Strand 2 of the Academic Writing Standard is also based on the 6 Traits of Writing. In the classroom, teachers can focus on one or more traits according to their lesson plans, score writing for individual trait(s), and offer constructive feedback on the trait(s) to each student. Teaching writing at any level requires specific feedback, and using the 6 Traits of Writing is an excellent way to assist students in recognizing their strengths and weaknesses throughout the school year.

Scoring for AIMS with the holistic rubric emphasizes the traits that are most important for recognizing good writing. Ideas, content development, and organization are the heart of any piece of writing. Without clear, focused ideas developed logically with supporting details, a paper will not communicate the intended message. Voice, word choice, and fluency are the next most important elements of a written response. With appropriate vocabulary and the crafting of sentences, the writer can enhance ideas and connect with his or her audience, whether formally or informally. Conventions are also important, but even with good skills in conventions, a response will not communicate well without the other qualities.

Each of the following papers is assigned a score from 1 to 6. A score point 1 paper is inferior, a score point 2 paper is poor, a score point 3 paper is inadequate, a score point 4 paper is appropriate and acceptable, a score point 5 paper is excellent and skillful, and a score point 6 paper is sophisticated and skillful. Perfect papers do not exist; therefore, even those that score 5 or 6 will have some errors.

HOLISTIC RUBRIC BASED ON 6 TRAITS OF WRITING

<p>SCORE POINT 6</p> <p>Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors. 	<p>SCORE POINT 5</p> <p>Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors. 	<p>SCORE POINT 4</p> <p>Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
<p>SCORE POINT 3</p> <p>Response is inadequate in written communication, demonstrated by</p> <ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors. 	<p>SCORE POINT 2</p> <p>Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability. 	<p>SCORE POINT 1</p> <p>Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

Hi. I am George. My school name is
a middle school. My favorite three
foods are hamburger, hot spices, pizza / what I
like to put on the lunch menu at school
is I like to eat any food so what I like
to add in the lunch menu is the three
foods I said. which is hamburger, hot spices and
pizza. the kids in my school will enjoy the
the new food. when I bring the new food
the kids will be happy.

The response does have a purpose (“My favorite three foods . . . like to put on the lunch menu at school.”), but the lack of organization obscures the main point. The development is not coherent and the extremely brief response does not communicate a complete message. “What I Like to put on the Lunch menu at school is I Like to eat any food so what I Like to add in the Lunch menu is the three foods I said.” Limited (and repetitive) vocabulary use (like, three foods, hamburger, new food) shows no commitment to communicating a message.

The response is not a 2 because there is no purpose, nor is there coherent development of an idea.

This are three food's that I will
like to add to the menu. For example
pizza is one of my favorite food and
I will like to add it to the menu.
This shows that I will like to add
two more food's. This is because I need
to add them because they are my favorite
food. For example one of them is hamburger.
This shows that there is one more
and it is macaroni with a lot of
cheese. Kid's will not like to eat nasty
food. In Conclusion the teachers will eat to
and the Principal to and all the people
is school.

The response has overly simplistic ideas (“This are three food’s I will like to add to the menu.”) and has insufficiently developed details (“This is because I need to add them because they are my favorite food.”). Beginning is missing. Organization is formulaic and ineffective. Repetitive and monotonous words (“I will like,” “This shows,” “For example,” and “Because”) are strung into awkward sentences. “This shows that I will like to add two more food’s.” There is lack of audience awareness in this highly formulaic attempt at writing. There is control of most conventions, but the best holistic score for the paper is 2.

The response is not a 1 because it does present simplistic ideas and there is an attempt to sequence the ideas. It is not a 3 because there is no beginning, words are repetitive, and sentences are awkward.

I think that adding 3 new items to the lunch menu is a good idea. I have thought of some good item for the menu the first item can be either steak or it can be chicken. My next suggestion shall be pork chops or chicken. My third item can be bacon or cube steaks. I think these item should really be considered because I really enjoy these items and I would really like other people to have the opportunity to enjoy these item as well as my self.

The reason I am considering these items is because the food in the cafeteria is so terrible that I won't even eat the food that they serve. I will bring my own lunch. You can also think a lot better if you eat a lot of steak. Or if you eat lots of bacon or lots of pork chops and cube steaks are so good for your body I eat one cube steak a day and I'm a very health kid.

Score Point 3b (Set 2)

Attempts at organizing this response are inconsistent and sometimes ineffective. Both the beginning and ending are underdeveloped. The first paragraph introduces three new foods with simplistic ideas and support: “. . . the first item can either be steak or it can be chicken. My next suggestion shall be pork chops or chicken. My third item can be bacon or cube steaks.” “. . . I really enjoy these items and I would like other people to have the opportunity to enjoy them as well as myself.” Paragraph two offers another simplistic reason for the food choices: “. . . the food in the cafeteria is so terrible . . . ” “Or if you eat lots of bacon or lots of pork chops and cube steaks are so good for you.” Words are monotonous and sentences sound mechanical with the repetition of the pronoun + verb pattern throughout. Simple sentences are correctly written. Audience awareness is limited. Conventions are generally correct except for a few misspelled words. The overall holistic score is 3.

The paper is not a 2 because sequencing is clear and there are both a beginning and an ending. The simplistic message is understood and does not require reader inference. The response is not a 4 because the underdeveloped beginning and ending are both weak. The connection between the reader and writer is not established and sentences are not varied.

Do you ever get bored of the same old Food at your School Cafeteria? If so, there is a solution! New Foods such as Spaghetti, your choice of sub, and Taco Bell Day. I am sure that the kids will like it and it is a good way to bring the school extra money for supplies. After you read this, you will understand that it is a good Idea and will agree.

A good Food item that should be served is Spaghetti. Almost every body likes it and it is healthy too. Also, it is easy to prepare. You can cook a lot of it at one time. Having the same kind of spaghetti all the time can get boring. So why not have Variations of spaghetti sometimes?

Another excellent Food item are Subs. Those kinds of sandwiches are tasty, healthy, and easy. Every week or so, the Cafeteria should have a sort of buffet line in order for the students to choose their own Sides. I know for a Fact that the students would like that.

The last Food item I propose is not necessarily an item, but a "Special." Instead of having Barro's Pizza every Single Friday, we should have Barro's one Friday and Taco Bell the next. This is one thing the students are bound to enjoy. Kids would like to have Taco Bell sometimes because it adds Variety to every day lunches and gives us something to look forward to.

I hope you now understand why we need a
little change to the cafeteria menu. It would make
the students happy and it would bring money to the
School. That is always a good thing!

The response has adequately developed ideas. The order and structure are formulaic and predictable. After reading the first paragraph, the reader can predict the topics of the body paragraphs: "Spagetti, your choice of sub, and Taco Bell day." There are a recognizable beginning and an ending. While details are relevant, some are general and limited. "Almost everybody likes it and it is healthy too." "I know for a fact that the students would like that." "This is one thing the students are bound to enjoy." Words are functional and sentences are somewhat varied. "Every week or so, the Cafeteria should have a sort of buffet line in order for students to choose there own sides." There is control of standard conventions and errors do not impede readability.

The response is not a 3 because the ideas are not ineffective and transitional devices are not repetitive. Neither the beginning nor the ending are underdeveloped. It is not a 5 because the focus and control of the idea development is not present. A more thorough exploration of the topic is required for a score of 5. There is also a lack of audience awareness.

As the lunch line slowly shrinks I wait impatiently to see what the special of the day is. I soon get the same exciting feeling I get when I'm pulling my school pictures out of the envelope, and as soon as I've looked up, there is disappointment sitting on the black board. . . corn dogs.

Our schools today don't understand the importance of making decent food. It seems as though they've dug themselves a hole that instead of jumping out of they dig deeper and deeper. Those old TV shows that reveal nasty meals such as sub sandwiches with soggy bread and rubber cheese or spaghetti with noodles that have been soaked in soap instead of water are fears confirmed every day in schools around the world.

These foods are not only disgusting but very unhealthy too. My personal school snack bar is filled to the brim with french fries, ice cream, chips, donuts nachos, pretzels, pizza, and more! Aren't the schools responsible for the well being of their students because it seems to me we spend more time at school than we do at home. Where are we suppose to get most of our nutrition?

Studies have shown that most of America is obese and overweight only because of their daily diet is filled with junk. I think schools should be a refuge from that environment not promote it.

So now finally children have a say, we can interfere with our schools wrong choices and try to undo the damage that's been done. I think foods such as decent spinach and Caesar salads, pasta, and nonfattening foods like fruit bowls for breakfast with sugared strawberries and whipped cream would be perfect additions to our schools healthy diet.

Although this would be a small step it would be a right step towards raising an America that is healthier, stronger, and more confident about themselves. Now when I'm in the lunch line I'm finding myself with the same exciting, hopeful feeling as before what's on the blackboard for lunch today? ... a brighter future! 😊

Score Point 5c (Set 2)

The response has focus and control. The writer has taken a different approach in responding to the prompt. From the inviting beginning, the reader is offered a glimpse of current cafeteria food and then information about why it is not good for students. Paragraphs two and three establish the state of cafeteria food with details both disgusting “soggy bread and rubber cheese” and unhealthy “french fries, ice cream, chips, donuts, nachos, pretzels, pizza, and more!” The state of school food is summed up in paragraph four: “Studies have shown that most of America is obese and overweight only because of their daily diet is filled with junk.” Paragraph five celebrates the fact that children now have a chance to “undo the damage that’s been done.” Food suggestions (spinache and ceasar salad, pasta, and fruit bowls) “would be perfect aditions to our schools healthy diet.” The final, concluding paragraph offers a satisfying sense of closure and ties the communication together:” Now when I’m in the lunch line I’m finding myself with the same exciting, hopeful feeling as before what’s on the blackboard for lunch today? . . . a brighter future!” words are well-chosen and sentences are varied. There is an awareness of the reader and a commitment to the topic. A wide range of conventions are used and there are few errors.

The response is not a 4 because the focus and control are beyond adequate in developing the topic. The awareness of the reader and the commitment to the topic are stronger than a score point 4. The writing is not a 6 because it lacks exceptional clarity. Details are not rich and the exploration of the topic is not in-depth. Meaning is not enhanced with word choice and sentence structure.

BLACK, Argg, Ick! Are these the words coming to you when you describe your cafeteria menu? Well say no more because I'm proposing three new, yummy, and health cautious foods to add onto your schools menu!

My first suggestion is the all-american favorite tuna. Tuna is healthy, delicious and quite popular among kids. It is extremely critical for kids to get the right nutrition each day and tuna helps! Our tuna will come fresh and ready to be made into any meal; cassorole, a sandwich, or even a nice salad. Because you can do so much with this tasty dish your school could have even more selections!

Okay, you are sitting at home watching your favorite daytime soap operas when you hear your stomach telling you it is lunch time. You call your mom in and she asks you what you would like her to make you. Mom lists off about five meals until she comes to your alltime favorite food: Grilled Cheese. Well I'm here to suggest that Grilled Cheese will become a part of your school menu. It is always nice to bring a little comfort from home into your cafeteria and if you support this idea your wish will come true! Our grilled cheese may not be just like moms

but we do use the best choices that our country offers to ensure maximum satisfaction among consumers. So support this easy to make food for acception into the menu.

This one is for all you picky eaters. I mean, who doesn't like sub sandwiches. They're simple, healthy, tasty, and easy to handle. If you're not fond of cafeteria foods than this is the choice for you. You even have a selection of either ham or turkey. They are made fresh, daily and are very filling! There's not much more to say about these savory sandwiches except for support their acceptance into the school menu!

One of the best things about these dishes is that their what my mom would call, "Brain Food". This includes stuff like bagels, eggs, and pasta. Not pizza, cheesburgers, fries and ice cream. These are all healthy for teenagers and will hopefully start to decrease the obesity percentage in your school, your state, even in America! Join the health parade and support these foods!

Score Point 6c (Set 2)

The response demonstrates a creative exploration of the topic. It is clear and focused with a strong, creative beginning and a satisfying conclusion. The details are relevant and offer rich support for the topic. “Tuna is healthy, delicious, and quite popular among kids.” “Our grilled cheese may not be just like moms, but we do use the best cheeses this country has to offer to ensure maximum satisfaction among consumers.” “You even have a selection between ham or turkey.” “One of the best things about these dishes is that their what my mom would call, ‘Brain food.’” Sentences are well-crafted and often enhance meaning. “Because you can do so much with this tasty dish you’re school could have even more selections!” “Okay, you are sitting at home watching your favorite daytime soap opera when you hear your stomach telling you it is lunch time.” “It is always nice to bring a little comfort from home into your cafeteria . . .” “These are all healthy for teenagers and will hopefully start to decrease the obesity percentage in your school, your state, even in America!” There is a committed interaction between the writer and the reader: “Join the health parade and support these foods!” While conventions are not particularly strong or creative, they are effective.

The response is not a 5 because of the sentences that enhance meaning and the creative exploration of the topic. There is also an intentional commitment to the audience and topic demonstrated.